edexcel

Scheme of Work

A Level Chinese

Pearson Edexcel Level 3 Advanced GCE in Chinese (9CN0)

Pearson

A Level Chinese – Scheme of Work

The following scheme of work shows how the content could be taught over the times specified in the course planner. This scheme of work shows one of a number of possible approaches and is not prescriptive; it should be adapted by schools to fit their timetabling and staffing arrangements.

Introduction to the Edexcel A Level scheme of work

This Edexcel scheme of work provides an overview of the content of the new 2017 A level in Chinese (9CN0).

This scheme of work is designed to provide teachers with an editable outline of the topic areas, key skills and grammar required by students entering these examinations. It is based on an allocation of 5 hours per week or 9 to 10 hours across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the A level will comprise 37 teaching weeks plus 2 weeks internal school assessment in year 1 and 32 teaching weeks in year 2.

This scheme of work shows one of a number of possible approaches and teachers should feel free to adapt it to suit their particular needs.

There is a new focus in the examinations on the social and cultural context of the target language countries through Assessment Objective 4 (see specification for further detail), with which students will need to engage and which will be assessed in both the speaking and written examinations.

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Themes

The scheme of work has been divided by topic. At A level each teacher takes responsibility for one of the themes with one teacher being responsible for the literature or film and the second teacher responsible for the overview of the independent research project. The latter has been introduced at the end of Year 12 in this scheme of work, to enable students to commence their research during the summer break and then the project is revisited by the responsible teacher prior to the final preparation for the speaking examination.

The themes and sub-themes are:

Theme 1: □□□□□□□□

Theme 1 is set in the context of the Chinese-speaking world. This theme covers social issues and trends.

□□

□庭結構和代溝；家庭計劃和人口老齡化□

□育與工□

□校生活和學生議題；工作機會；工作和生活的平衡□

Theme 2: □□□□

Theme 2 is set in the context of Chinese-speaking countries and/or communities. This theme covers artistic culture (through traditions and cultural activities).

□□

□日（春節；端午節；中秋節；清明節）和習俗□

□化活□

□影；電視；音樂和閱讀□(□中國文化有□)

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Theme 3: □□□□□□□□

Theme 3 is set in the context of the Chinese-speaking world. This theme covers social issues and trends.

□訊與科□

□聯網和社交媒體□

□濟與環□

□濟發展；環境保護□

Theme 4: *1978* □改革開放對中國的影□

Theme 4 is set in the context of China only. This theme covers political culture.

□□

□富差距；超級大都市；城市移民□

□英關□

□易；文化交流；教育交流□

Grammar

The A level specification builds on the work completed at GCSE but requires students to develop a greater working knowledge of the grammatical structure of the language. Many of the grammatical points required will have already been met during Key Stage 3 and Key Stage 4 teaching but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

Teachers co-teaching AS and A level groups together may wish to cover all the AS grammar in the first year but engage in more thorough practice, particularly of the new more advanced grammatical structures not covered at GCSE, in year 2. Teachers may also wish to use the literature and film element of the course to illustrate certain grammatical points (see the free support guides on approaches to teaching film and literature).

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A level skills – themes

Students are required to develop the following skills:

- Responding to spoken text in writing, showing understanding of the main points, gist and detail
- Responding to written text in writing and speaking, showing understanding of the main points, gist and detail
- Summarising a written text in speaking (Theme 1)
- Summarising a spoken text in writing
- Translating into and from Chinese
- Demonstrating knowledge and understanding of the social and cultural context of the target language through discussion of a theme
- Expressing viewpoints and justifying opinions
- Developing an argument and reaching a logical conclusion

In addition, students need to be able to analyse aspects of culture and present their independent research project in the speaking examination.

Note: Assessments, including recordings of spoken Chinese, will be available in Mandarin and Cantonese.

A level skills – literature/film

In the study of the literary text/film students also need to develop the following skills:

- Critically analysing the work
- Evaluating the form and techniques used in the work
- Presenting and justifying viewpoints
- Developing logical arguments to persuade
- Relating the work to key concepts, issues and the social context
- Writing a critical response

Teachers will need to consider these key skills in the light of the work studied.

This scheme of work proposes that teacher 2 commences the study of the second work at the end of Year 12 which will allow students to undertake some independent work during the summer break.

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Independent research project

This scheme of work suggests that teacher 1 introduces the research project to students prior to the summer break. This will enable students to review material available around their areas of interest during the summer break. The project is then revisited during weeks 7 and 15 in Year 13 to enable the teacher to review the work in progress. Further time is allocated to the project in the revision period at the end of Year 13. Details about permissible teacher input are in the specification.

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Chinese A Level scheme of work

YEAR 1				
Week	**Teacher 1 – Topic Area**	**Teacher 1 – Grammar/Skills**	**Teacher 2 – Topic Area**	**Teacher 2 – Grammar/Skills**
1	Introduction to the course and assessment of students' knowledge through bridging material			
2–9	**Theme 1:** □□□□□□□□ (Theme 1 is set in the context of the Chinese-speaking world.)		**Theme 2:** □□□□ (Theme 2 is set in the context of Chinese-speaking countries and/or communities.)	
	□□ ● □□□□ ● □□	**Grammar:** Collective nouns, common noun suffix, noun phrases with □, frequency of actions and events, plurality of nouns, self-reflective form of pronouns, pronouns ('others') **Skills focus:** Summarising a written text in speaking	□□ ● □□□□□□□□□□□□□□□□□□	**Grammar:** Verb + other disyllabic structure, verb reduplication showing brief duration, referential adverbs, adverbs showing degree, reduplication of adjectives, adjective and collocation **Skills focus:** Listening and responding; Reading and responding

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	● □□□□ ● □□□□□	**Grammar:** Fractions, percentages, decimals, indeterminate excess, approximation, multiples, juxtaposition **Skills focus:** Summarising a spoken text in writing	● □□	**Grammar:** Prepositions/coverbs (time, 'for' beneficiary, instrument, facing, comparison, distance) **Skills focus:** Translating into Chinese
10–15	**Literary text/film**		**Theme 2:** □□□□ (The sub-theme 'Cultural Activities' is set in relation to Chinese culture.)	
	Work 1	**Grammar:** Conjunctions (different forms of 'and'), clausal conjunctions (because, although, both … and …, if, first and then, as soon as, so long as, only if, since, in case, no matter, in order to) **Skills focus:** Analysing the work	□□□□ ● □□	**Grammar:** Double negative, negation for imperatives, 'otherwise' **Skills focus:** Expressing a point of view

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		Grammar: Temporal conjunctions (when, after, before, while, at that time, in the meantime) **Skills focus:** Evaluating the form and techniques used in the work; Presenting and justifying viewpoints	● □□	**Grammar:** Question words (extended usage, correlations and parallels, alternative questions) **Skills focus:** Justifying a point of view; Developing an argument
16–21	**Literary text/film**		**Theme 1:** □□□□□□□□ (Theme 1 is set in the context of the Chinese-speaking world.)	
	Work 1	**Grammar:** Aspect markers (continuation marker, progression marker, completion marker) **Skills focus:** Evaluating the form and techniques used in the work	□□□□□ • □□□□	**Grammar:** Various comparative constructions **Skills focus:** Reaching a logical conclusion
		Grammar:	● □□□□	**Grammar:**

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		Usage of □ as imminent action/new situation, past experience marker		Other constructions (existence, exclusion)

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		Skills focus: Relating the work to key concepts, issues and the social context		**Skills focus:** Demonstrating knowledge and understanding about the culture and society where the language is spoken through discussion of a theme
		Grammar: Structural markers (attributives with □, descriptive adverbials with □, complement with □) **Skills focus:** Writing a critical response		**Grammar:** Emphasis (‘even’, the □.....□ construction, ‘regardless of’) **Skills focus:** Developing logical arguments to persuade
22–28	**Theme 2:** □□□□ (The sub-theme ‘Cultural Activities’ is set in relation to Chinese culture.)		**Theme 1:** □□□□□□□□ (Theme 1 is set in the context of the Chinese-speaking world.)	
	□□□□ ● □□	**Grammar:** Various complements with □, the □ construction, passive construction, verbs used in passive and	□□□□□ ● □□□□	**Grammar:** Discourse markers (firstly, secondly, finally, in a nutshell) **Skills focus:**

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		active sense **Skills focus:** Examination skills for Paper 1 – listening and reading		Examination skills for Paper 1/2 – translation

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	● □□	**Grammar:** Revision **Skills focus:** Examination skills for Paper 2 – essay writing	● □□□□□□□□	**Grammar:** Revision **Skills focus:** Examination skills for Paper 3 – speaking
29–32	**Revision and examination preparation**		**Revision and examination preparation**	
33–35	**Internal examinations**			
36–39	**Research project –introduction**		**Literary text/film**	
		Skills focus: Conducting, organising and using research Planning, project management and time management Collecting data and evidence	**Work 2**	**Skills focus:** Studying independently

YEAR 2				
Week	**Teacher 1 – Topic Area**	**Teacher 1 – Grammar/Skills**	**Teacher 2 – Topic Area**	**Teacher 2 – Grammar/Skills**
1–6	**Theme 3: □□□□□□□□**		**Literary text/film**	

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	(Theme 3 is set in the context of the Chinese-speaking world.)			

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	[訊與科] ● □□□ ● □□□□	**Grammar:** Revision of nouns, numerals, quantifiers and adjectives Quantifiers expressing part Sequencing of attributives **Skills focus:** Reading and responding	**Work 2**	**Skills focus:** Critically analysing the form and techniques used in the work Critically analysing themes and the cultural and social context Writing a critical response Manipulating language accurately
7	**Research project – Review 1**	Review of progress Focusing the question/statement Requirements of the RP3 form Critical analysis as a skill		
8–14	**Theme 3:□□□□□□□□** (Theme 3 is set in the context of the Chinese-speaking world.)		**Theme 4: *1978*** [改革] [對中國的影] (Theme 4 is set in the context of China only.) **Literary text/film – Work 2**	
	[濟與環]	**Grammar:**	□□	**Grammar:**

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	● *□□□□*	Revision of adverbs Adverbs of time, degree, frequency, emphasis, and contrary **Skills focus:** Listening and responding	● *□□□□*	Revision of conjunctions and complex sentences Revision of negation **Skills focus:** Summarising spoken text in writing Translating into English
		Grammar: Revision of pronouns, and verbs Formal/written pronouns Enumerative pronouns Verb collocation Verbs with duration		
15	**Research project – Review 2**	Review of progress Refining the question/statement Completion of the RP3 form Presentation skills	**Literary text/film – Work 2**	**Grammar:** Revision of question words **Skills focus:** Expressing viewpoints and justifying opinions
16–21	**Theme 3:** *□變中的華人社□*		**Theme 4:** ***1978*** *□改革□□對中國的影□*	
	□濟與環□ ● *□□□□*	**Grammar:** Revision of prepositions/coverbs Preposition/coverbs:	*□□* ● *□□□□□* ● *□□□□*	**Grammar:** Revision of structural markers

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		‘regarding’ **Skills focus:** Analysing the cultural context in speaking		
		Grammar: More discourse markers (in fact, therefore, it follows that, besides, thus, in addition, as a result, on the contrary)		

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		Grammar: Revision of aspect markers Revision of the □ construction Revision of the passive constructions	**Literary text/film – Work 2**	**Grammar:** Revision of constructions showing existence, exclusion, emphasis **Skills focus:** Developing a persuasive argument
22–28	**Revision and review**		**Theme 4: *1978* □□□□ □□□□□□□**	
	Revision and review of research project	Review of IRP Completion of the RP3 form	*□□□□* ● *□□* ● *□□□□*	**Grammar:** Revision of comparative construction **Skills focus:** Using arguments to reach a logical conclusion
	Revision of Y12 literary text/film	**Skills focus:** Critically analysing issues and themes Critically analysing the social and cultural context	● *□□□□*	**Grammar:** Revision
	Revision of Y12 topics	**Skills focus:** Listening and reading Analysing themes in speech and relating them to the social and cultural context	**Literary text/film – Work 2**	**Grammar:** Revision

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29–32	**Revision and examination preparation**		**Revision and examination preparation**	

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